

CHINTHURST SCHOOL



Equal Opportunities Policy

TB/SN/WB February 2016 (REVIEW DATE February 2017)

EQUAL OPPORTUNITIES AT CHINTHURST

INTRODUCTION

The *'friendly family ethos'* at Chinthurst is an important element in the overall character of the school. A key pastoral aim of ours is *'to foster an increasing awareness and consideration for others'*, involving both pupils and staff. We recognize that for these two aspects to flourish, it is essential that we encourage an atmosphere of tolerance for others and do not allow discrimination on the grounds of gender, race, origin, religion, or disability.

AIMS

At Chinthurst, we aim to offer *'an all-round education and a balanced view of life'*. We want all pupils to have the opportunities to discover, learn, develop, and enjoy their own strengths, whether it be academic, sporting, musical, or artistic, regardless of ability or background.

All children are best provided for in a happy and secure environment, where successful learning is most likely to take place. We aim to encourage a positive self-image for each child; **only when we have self-respect can we learn to respect others**. It is important that as children grow up, they are helped to recognise the differences in each other so as to become sensitive and tolerant to individual needs. In promoting a positive self-image for all individuals, we aim to encourage an awareness of the value of others. In order to achieve this, we ensure that our own expectations, attitudes, and practices, do not hinder any pupil from reaching his own potential.

We believe that all children deserve equal opportunities regardless of age, ability, race, or background. All pupils have equal opportunities, to participate in and benefit from, the broad curriculum and the wide range of activities we offer at Chinthurst, which offers opportunities to share the richness of other cultures, religions, and languages.

'Whether or not a school contains ethnic minority pupils, its ethos and curriculum should promote understanding and respect for the different ethnic groups who now contribute to our national life.'

(The Swann Report)

'If we are to provide a sound, fair and relevant education to all children they must be prepared for life in a multi-cultural society.'

(The Swann Report)

OUR APPROACH

We can actively promote equal opportunities and ensure that it permeates all aspects of school life by maintaining a broad curriculum as well as developing positive attitudes in both staff and pupils.

There are three essential elements to the 'Equal Opportunities Policy' at Chinthurst:

- Differentiation - variety of abilities
- Gender - awareness of equality of the sexes
- Race and Background - 'racism' – understanding and tolerance of other religions and races

DIFFERENTIATION

All pupils have differing individual needs; grouping, planning, and teaching need to take this into account.

'Multiple intelligences' is a term used to refer the variety of learning styles which best suit individuals. Clearly we are all different in many ways. The processes in which we learn things and absorb information also vary. A method best suited to one child may not be effective for another. It is important that as teachers, we are fully aware of the differing needs of the children that we teach and the variety of approaches that we can use.

These individual learning needs are dealt with in a variety of ways: groupings, sets, planning, resources, tasks, response, and individual support by both the teacher and the SEN.

In order that differentiation can be dealt with effectively, it is essential that the school and all the teachers concerned have an accurate knowledge of the pupils. This depends on good communication within the school and liaison with the home.

At Chinthurst, we have a common approach for monitoring the progress of pupils who display particular educational needs and need support. (See SEN Policy)

In addition, all departments have agreed procedures for assessing and monitoring pupils' progress and needs. Departmental approaches for dealing with this differentiation are set out in the Departmental Handbooks.

GENDER

As children mature, they develop their own understanding of those around them. A child's perceptions are influenced by a number of factors including home, peer group, media, and teachers.

At Chinthurst, pupils are given the opportunity of being taught by staff of both sexes, and equality of the sexes is recognised officially by delegating responsibilities to staff of both sexes.

Staff and pupils are expected to treat each other with respect, and are encouraged to value each other and develop a co-operative working relationship, based on the mutual respect for each other.

At Chinthurst, all teaching and non-teaching posts are open to both sexes. All staff will have equal access to in-service training and posts of responsibility.

RACE AND BACKGROUND

Children in Britain are growing up in a multicultural society, and it is important that they develop an awareness and tolerance of the cultural and ethnic variety in which they live. This includes such aspects as customs, dress, language, religion, food, and literature.

At Chinthurst, we aim to dispel the development of stereotypical images of people from other ethnic groups, faiths, or cultures.

We aim to instil an awareness of racism and show that racist assumptions, attitudes, and prejudice are not acceptable, and will not be tolerated at Chinthurst. (See anti-bullying policy)

The children are encouraged to respect themselves and others, and to recognize the worth of every individual. Tolerance and understanding of others is promoted amongst children and staff who are encouraged to appreciate individual differences.

Issues concerning 'Equality' are discussed and addressed in lessons, Tutor Groups, Form Periods, Assemblies, and PHSE sessions.